

## St Helena Elementary

1025 Sea Island Parkway  
St. Helena Island, South Carolina 29920

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	564 Students	
<b>Principal</b>	Christena S. Porter	843-838-0300
<b>Superintendent</b>	Dr. Phillip J. McDaniel, Interim Superintendent	843-322-2300
<b>Board Chair</b>	Dale Friedman	843-322-2356

# THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

## ABSOLUTE RATING

UNSATISFACTORY

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
1	8	17	67	37

## IMPROVEMENT RATING

UNSATISFACTORY

## ADEQUATE YEARLY PROGRESS

YES

This school met 13 out of 13 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2003</b>	Average	Unsatisfactory	No
<b>2004</b>	Good	Below Average	Yes
<b>2005</b>	Below Average	Unsatisfactory	No
<b>2006</b>	Unsatisfactory	Unsatisfactory	Yes

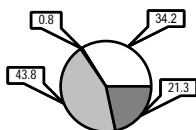
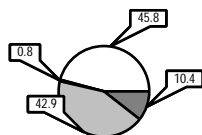
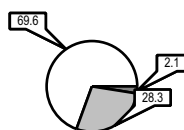
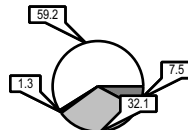
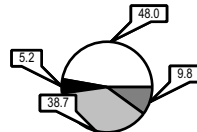
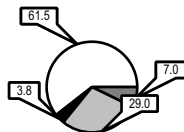
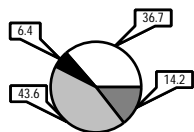
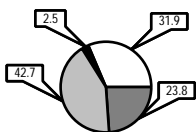
**DEFINITIONS OF SCHOOL RATING TERMS**

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

96.5%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
<b>English/Language Arts – State Performance Objective = 38.2%</b>									
All Students	258	91.1	32.9	43.8	22.4	0.9	33.8	Yes	Yes
<b>Gender</b>									
Male	135	86.7	40.2	45.8	13.1	0.9	26.2	N/A	N/A
Female	123	95.9	25.9	42.0	31.3	0.9	41.1	N/A	N/A
<b>Racial/Ethnic Group</b>									
White	9	66.7	I/S	I/S	I/S	I/S	I/S	I/S	I/S
African American	239	92.1	32.2	44.7	22.1	1.0	34.1	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	10	90.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not Disabled	220	99.1	31.0	45.3	22.7	1.0	34.5	N/A	N/A
Disabled	38	44.7	56.3	25.0	18.8	0.0	25.0	I/S	I/S
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	258	91.1	32.9	43.8	22.4	0.9	33.8	N/A	N/A
<b>English Proficiency</b>									
Limited English Proficient	3	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	255	91.0	32.9	43.8	22.4	0.9	33.8	N/A	N/A
<b>Socio-Economic Status</b>									
Subsidized meals	234	90.6	33.3	43.9	21.7	1.0	32.8	Yes	Yes
Full-pay meals	24	95.8	28.6	42.9	28.6	0.0	42.9	N/A	N/A

<b>Mathematics – State Performance Objective = 36.7%</b>									
All Students	258	93.4	44.4	43.6	11.1	0.9	21.8	Yes	Yes
<b>Gender</b>									
Male	135	90.4	43.8	41.1	14.3	0.9	25.9	N/A	N/A
Female	123	96.7	45.1	46.0	8.0	0.9	17.7	N/A	N/A
<b>Racial/Ethnic Group</b>									
White	9	66.7	I/S	I/S	I/S	I/S	I/S	I/S	I/S
African American	239	94.6	44.4	43.5	11.2	0.9	22.4	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	10	90.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not Disabled	220	99.1	41.4	45.8	11.8	1.0	23.2	N/A	N/A
Disabled	38	60.5	72.7	22.7	4.5	0.0	9.1	I/S	I/S
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	258	93.4	44.4	43.6	11.1	0.9	21.8	N/A	N/A
<b>English Proficiency</b>									
Limited English Proficient	3	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	255	93.3	44.4	43.6	11.1	0.9	21.8	N/A	N/A
<b>Socio-Economic Status</b>									
Subsidized meals	234	92.7	44.8	44.3	9.9	1.0	20.2	Yes	Yes
Full-pay meals	24	100.0	40.9	36.4	22.7	0.0	36.4	N/A	N/A

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>Science</b>							
All Students	258	98.8	69.3	28.6	2.1	0.0	2.1
<b>Gender</b>							
Male	135	99.3	69.1	27.6	3.3	0.0	3.3
Female	123	98.4	69.6	29.6	0.9	0.0	0.9
<b>Racial/Ethnic Group</b>							
White	9	77.8	I/S	I/S	I/S	I/S	I/S
African American	239	99.6	68.9	29.8	1.3	0.0	1.3
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	10	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>							
Not Disabled	220	98.6	65.3	32.2	2.5	0.0	2.5
Disabled	38	100.0	91.7	8.3	0.0	0.0	0.0
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	258	98.8	69.3	28.6	2.1	0.0	2.1
<b>English Proficiency</b>							
Limited English Proficient	3	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	255	98.8	69.3	28.6	2.1	0.0	2.1
<b>Socio-Economic Status</b>							
Subsidized meals	234	98.7	69.9	28.2	1.9	0.0	1.9
Full-pay meals	24	100.0	63.6	31.8	4.5	0.0	4.5

<b>Social Studies</b>							
All Students	258	98.8	58.8	32.4	7.6	1.3	8.8
<b>Gender</b>							
Male	135	99.3	61.0	30.9	7.3	0.8	8.1
Female	123	98.4	56.5	33.9	7.8	1.7	9.6
<b>Racial/Ethnic Group</b>							
White	9	77.8	I/S	I/S	I/S	I/S	I/S
African American	239	99.6	59.1	32.9	6.7	1.3	8.0
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	10	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>							
Not Disabled	220	98.6	54.0	35.6	8.9	1.5	10.4
Disabled	38	100.0	86.1	13.9	0.0	0.0	0.0
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	258	98.8	58.8	32.4	7.6	1.3	8.8
<b>English Proficiency</b>							
Limited English Proficient	3	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	255	98.8	58.8	32.4	7.6	1.3	8.8
<b>Socio-Economic Status</b>							
Subsidized meals	234	98.7	61.1	30.6	7.4	0.9	8.3
Full-pay meals	24	100.0	36.4	50.0	9.1	4.5	13.6

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GRADE LEVEL**

	Grade	Enrollment 1 <sup>st</sup> Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
<b>English/Language Arts</b>								
2005	3	82	97.6	30.0	34.3	34.3	1.4	35.7
	4	108	100.0	38.6	49.5	11.9	0.0	11.9
	5	107	100.0	40.0	51.4	8.6	0.0	8.6
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	80	95.0	23.2	37.7	37.7	1.4	39.1
	4	71	88.7	27.1	54.2	16.9	1.7	18.6
	5	107	89.7	44.0	41.8	14.3	0.0	14.3
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b>								
2005	3	82	97.6	38.6	48.6	11.4	1.4	12.9
	4	108	100.0	55.4	38.6	5.9	0.0	5.9
	5	107	100.0	61.0	36.2	1.9	1.0	2.9
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	80	93.8	23.5	54.4	20.6	1.5	22.1
	4	71	90.1	45.0	36.7	16.7	1.7	18.3
	5	107	95.3	58.8	40.2	1.0	0.0	1.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Science</b>								
2005	3	82	97.6	57.1	41.4	1.4	0.0	1.4
	4	108	100.0	81.2	18.8	0.0	0.0	0.0
	5	107	100.0	76.2	21.9	0.0	1.9	1.9
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	80	97.5	60.6	38.0	1.4	0.0	1.4
	4	71	98.6	69.7	25.8	4.5	0.0	4.5
	5	107	100.0	75.2	23.8	1.0	0.0	1.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Social Studies</b>								
2005	3	82	97.6	34.3	57.1	8.6	0.0	8.6
	4	108	100.0	48.5	45.5	5.9	0.0	5.9
	5	107	100.0	58.1	37.1	3.8	1.0	4.8
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	80	97.5	39.4	47.9	11.3	1.4	12.7
	4	71	98.6	50.0	36.4	12.1	1.5	13.6
	5	107	100.0	78.2	18.8	2.0	1.0	3.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

**Abbreviations for Missing Data**

**N/A** Not Applicable   **N/AV** Not Available   **N/C** Not Collected   **N/R** Not Reported   **I/S** Insufficient Sample

**SCHOOL PROFILE**

	<b>Our School</b>	<b>Change from Last Year</b>	<b>Elementary Schools with Students Like Ours</b>	<b>Median Elementary School</b>
<b>Students (n= 564)</b>				
First graders who attended full-day kindergarten	100.0%	No change	100.0%	100.0%
Retention rate	1.8%	Down from 3.4%	4.1%	2.8%
Attendance rate	96.9%	Down from 97.3%	96.3%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	8.2%	Down from 10.2%	0.0%	0.0%
Students with disabilities other than speech taking PACT (Math) off grade level	5.9%	Down from 6.4%	0.0%	0.0%
Eligible for gifted and talented	13.1%	Up from 10.6%	3.8%	10.4%
On academic plans	46.0%	N/AV	48.9%	33.6%
On academic probation	0.0%	N/AV	2.3%	1.0%
With disabilities other than speech	6.0%	Down from 6.9%	7.4%	7.5%
Older than usual for grade	0.2%	Down from 0.6%	1.5%	0.8%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	Down from 1.9%	0.0%	0.0%
<b>Teachers (n= 46)</b>				
Teachers with advanced degrees	69.6%	Down from 74.4%	51.9%	53.8%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	28.6%	N/A	5.4%	2.4%
Teachers with emergency or provisional certificates	0.0%	Down from 2.4%	3.2%	0.0%
Teachers returning from previous year	87.1%	Up from 87.0%	83.1%	87.3%
Teacher attendance rate	93.0%	Up from 92.7%	94.6%	94.9%
Average teacher salary	\$49,631	Up 4.4%	\$41,462	\$42,485
Prof. development days/teacher	12.0 days	Up from 10.9 days	14.8 days	13.3 days
<b>School</b>				
Principal's years at school	1.0	No change	4.0	4.0
Student-teacher ratio in core subjects	13.7 to 1	Down from 16.5 to 1	16.4 to 1	18.6 to 1
Prime instructional time	86.2%	Down from 86.9%	88.3%	89.7%
Dollars spent per pupil*	\$7,271	Up 7.1%	\$7,825	\$6,557
Percent of expenditures for teacher salaries*	72.7%	Up from 69.9%	59.7%	64.0%
Percent of expenditures for instruction*	74.3%		68.0%	69.1%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development	Good	Up from Average	Good	Excellent

\* Prior year audited financial data are reported.

	<b>Our District</b>	<b>State</b>
Classes in low poverty schools not taught by highly qualified teachers	9.6%	6.2%
Classes in high poverty schools not taught by highly qualified teachers	12.3%	10.2%
	<b>State Objective</b>	<b>Met State Objective</b>
Classes not taught by highly qualified teachers in this school	0.0%	No
Student attendance in this school	94.0%*	Yes

\*or greater than last year

**Abbreviations for Missing Data**

N/A Not Applicable   N/AV Not Available   N/C Not Collected   N/R Not Reported   I/S Insufficient Sample

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

The legacy of St. Helena School is one that embraces and encompasses the heart of the community. St. Helena Elementary and Early Learning Center maintain this guiding principle. Though new structures have replaced the old, the school's theme, "Where school and community unite," has always been a reality.

This theme is evidenced through the school's countless interactions with community-based programs. At Penn Community Center, faculty members have been privileged to complete intensive training at the Gullah Institute, and the school always has participated in Penn Heritage Days. To assist in increasing student achievement, St. Helena Island Project was activated by the United Way. The Adopt-a-School Volunteer Program possesses a strong, active core of volunteers serving Pre-K - 5th grades in numerous capacities, including their annual book distribution and a new grant targeted for 3rd grade science. The school has been engaged in programs sponsored by the University of South Carolina at Beaufort such as the At Risk Partnership and Fatherhood Development Program. Collaboration with the Migrant Education Program has also been of great benefit. Even our future educators are able to interact and serve the school through Beaufort High's Teacher Cadet Program. Additionally, Leadership Beaufort has hosted monthly meetings at St. Helena to determine how community can best serve the schools.

The School Improvement Council (SIC), Parent Teacher Organization (PTO), and Kids Club conduct monthly meetings at the school to actively serve the students of St. Helena Elementary and the Early Learning Center. These organizations have assisted immensely to increase parental awareness and involvement in the school. The PTO is to be commended for the numerous fund-raisers and teacher-support activities: fruit sales, Christmas raffle, Teacher Appreciation Fish Fry, supply reimbursement, and school/district liaison meetings.

Reaping the benefits of putting theory into practice, St. Helena Elementary and the Early Learning Center have adopted the Systems Thinking approach of the Schools That Learn philosophy. This theory facilitates the faculty and staff to effectively operate from a whole school perspective. As faculty and staff sustain conversations and collaborations through regular team, committee, faculty, and staff meetings, they are able to increase efficiency and accountability. The school is also increasing capacity of its faculty via a wealth of staff development provided by the District's Core Bundle of initiatives: Schools That Learn, Effective Teaching Strategies, Data-Driven Instruction, and Collins Writing. Some of the results are evidenced in regularly displayed DATA walls and maintenance of Collins Writing folders. Additional avenues that enable teachers to monitor and increase student achievement are the Measures of Academic Progress (MAP) Test, Academic Plans, the Afterschool Program, and the SCE&G Homework Center.

An abundance of programs has been initiated from the school itself to further target the specific needs of the St. Helena student population. The English/Language Arts (ELA) component includes Reading Recovery, Alphabet Junction readiness program, and the Writing and Publishing Lab. Students participated in the Lt. Governor's Writing Award Program, USCB's My Dad is a Hero contest, as well as other essay projects. The Gifted and Talented Program focused heavily in the ELA area through a student-published book project, which culminated with a Young Authors' Night for parents and community. A first grade class was awarded a grant for a project called Community Cookin'. The results were a published class book about the Lowcountry, "Frogmore Stew," which utilized numerous community guest speakers and concluded with a Community Cookin' Carnival celebration.

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	<b>Teachers</b>	<b>Students*</b>	<b>Parents*</b>
<b>Number of surveys returned</b>	40	98	70
<b>Percent satisfied with learning environment</b>	79.5%	83.5%	66.7%
<b>Percent satisfied with social and physical environment</b>	89.7%	86.3%	78.6%
<b>Percent satisfied with school-home relations</b>	78.9%	90.7%	61.8%

\*Only students at the highest elementary school grade level at this school and their parents were included.